DOCUMENT RESUME

ED 262 148 UD 024 490

TITLE	Samuel Gompers High School Bilingual Mini-School, 1983-84. O.E.A. Evaluation Section Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	[85]
GRANT	G00-820-2651
NOTE	40p.
AVAILABLE FROM	Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Attendance; *Bilingual Education Programs; *Career Education; English (Second Language); High Schools; *Hispanic Americans; Immigrants; *Instructional Materials; Low Income Groups; Material Development; Parent Participation; Program Effectiveness; Program Implementation; Spanish Speaking; Staff Development; *Vocational Education
IDENTIFIERS	*Bilingual Mini School NY; *New York City Board of Education

ABSTRACT

In 1983-84, the Bilingual Mini-School at Samuel Gompers High School of New York City, was in its first year of a three-year funding cycle. An evaluation was conducted to determine how well it had met its aim of preparing students of limited English proficiency (LEP) for career opportunities through vocational, technical, and academic education. Instruction in English as a second language (E.S.L.) and native language arts, in addition to bilingual instruction in mathematics, science, and social studies, was provided to approximately 60 Spanish-speaking students of LEP. Also program students were assigned to an all-English exploratory vocational course to expose them to a variety of occupations. In 1983-84, curriculum development was delayed by the late arrival of Title VII funds, but program staff conducted extensive research on materials related to job survival skills, translated materials from English textbooks, and designed five student workshops on career awareness. Staff development activities included a pre-service orientation, monthly meetings, attendance at demonstration lessons, outside workshops professional conferences, and university courses. Efforts to involve parents in school activities were generally unsuccessful, so the program's parental involvement component was established as a priority for its second year. To improve the program's overall effectiveness, it is recommended that: (1) student achievement data be collected; (2) teacher-training activities be conducted on the role of the paraprofessional in the vocational classroom, teaching Spanish as a native language, and developing teacher-made materials; (3) more space be allocated to separate tutoring and couseling from administration activities; (4) teachers not acquainted with bilingual education be better informed; and (5) efforts be made to improve parent involvement. (KH)

ED262148

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T.K. Minter
NYC Bd. of Ed.
Brooklyn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SAMUEL GOMPERS HIGH SCHOOL

BILINGUAL MINI-SCHOOL

1983-1984

OEA Evaluation Report

UD024490

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-820-2651

SAMUEL GOMPERS HIGH SCHOOL

BILINGUAL MINI-SCHOOL

1983-1984

Principal:
Victor Herbert

Director:
Rita M. Puente

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Manager
Jose J. Villegas, Evaluation/Planning Specialist
Clara Velazquez, Evaluation Consultant
Margaret H. Scorza, Editorial/Production Coordinator
Ken Goodall, Editor

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to bilingual instruction in mathematics, science, and social studies, to approximately 60 Spanish-speaking students of limited English proficiency (LEP). In addition, program students were assigned to an all-English exploratory vocational course intended to expose them to a variety of occupations.

The program proposed to meet students' academic and vocational technical needs by helping them overcome the linguistic barriers that prevented them from successfully participating in a mainstream instructional setting. The program also aimed at helping students meet the academic requirements for a high school diploma in as short a time as possible.

Title VII funds supported all program staff positions. Although curriculum development was delayed by the late arrival of Title VII funds, program staff conducted extensive research on materials related to job survival skills, translated materials from English textbooks, and designed five student workshops on career awareness. Development activities for staff members included a pre-service orientation, monthly staff meetings, and attendance at demonstration lessons, outside workshops, professional conferences, and university courses. Efforts to involve parents of participating students in school activities were generally unsuccessful. Nonetheless, program staff were successful in contacting some parents through home visits and phone calls. The parental involvement component was established as a priority for the program's second year of funding.

The following recommendations are aimed at improving the overall effectiveness of the program:

-- Collecting and reporting student achievement data in a systematic manner in order to perform the proposed analyses.

-- Conducting teacher-training activities in the following areas: the role and effective use of the paraprofessional within the vocational classroom; teaching Spanish as a native language; and developing teacher-made materials to integrate speaking, reading, and writing skills with the Spanish language arts class.

-- Allocating more space to the program so that tutoring and counseling activities are separated from program administration activities.

-- Conducting a series of informative activities for school teaching staff who are not acquainted with bilingual education and its purposes.

-- Making efforts to update students' addresses and phone numbers so that more parents may be contacted by program staff. Also, designing a more effective parental involvement program to attract parents to school and program activities. To do this, technical assistance may be sought from agencies such as the Bilingual Education Service Center at Hunter College and the Office of Bilingual Education of the N.Y.C. Board of Education.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	PROGRAM DESCRIPTION	1
	Overview	1
	Organization and Personnel	2
II.	STUDENT CHARACTERISTICS	6
III.	FINDINGS	9
IV.	CONCLUSIONS AND RECOMMENDATIONS	21
V.	APPENDICES	24

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Organization of the Bilingual Mini-School.	5
Table 1:	Number and Percent of Program Students by Sex and Grade.	6
Table 2:	Number and Percent of Program Students by Age and Grade.	7
Table 3:	Time Spent in the Bilingual Program.	8
Table 4:	Non-Bilingual Specialized Courses.	15

BILINGUAL MINI-SCHOOL
SAMUEL GOMPERS HIGH SCHOOL

Location:	455 Southern Boulevard Bronx, New York 10455
Year of Operation:	1983-1984, First year of three-year funding cycle
Target Languages:	Spanish
Number of Students:	50 Fall, 60 Spring
Principal:	Victor Herbert
Project Director:	Rita M. Puente

I. PROGRAM DESCRIPTION

OVERVIEW

The Bilingual Mini-School at Samuel Gompers High School is a bilingual (Spanish/English) program in the first year of a three-year funding cycle. Its aim is to prepare students with limited English proficiency (LEP) for career opportunities through vocational, technical, and academic education.

The program attempts to help students overcome linguistic barriers that keep them from participating successfully in English-only classes. In the academic year 1983-84, the program provided native-language instruction, bilingual instruction in content and vocational areas, and also instruction in English as a second language (E.S.L.). The program's main goal is to mainstream LEP students and to help them meet academic requirements for the high school diploma in as short a time as possible.

Unfortunately, Title VII funds arrived late (October 1983), delaying full program implementation. The program staff had to borrow supplies and other materials from the school administration or supply them personally to get the program under way. Nevertheless, program objectives specified in the proposal were pursued as closely as possible.

During this first year, program personnel sought to work not only with students to prevent drop-out, but also with parents to involve them in their children's educational process, and to promote better relations with the school administration, teachers, and mainstream students. However, despite efforts it was not possible for program staff to make contact with more than a few of the parents.

Another important aim of the program is to make students realize that the doors to technical vocational preparation, once closed because of language barriers, would now be open to them through bilingual services. Thus the program prepares LEP students for both the world of work and college once they complete their schooling at Samuel Gompers.

ORGANIZATION AND PERSONNEL

The Bilingual Mini-School's program director position is funded by Title VII and is supervised by the assistant principal of the academic department (see Figure 1). The program director is in charge of testing and placing students in the various program classes. She also oversees academic guidance of program students, coordination of program activities and fiscal matters, staff evaluation and training, and development of curricular activities.

Title VII-funded staff members include a resource teacher, a guidance counselor, a family assistant, two paraprofessionals, and an office aide. Appendix A gives an overview of staff characteristics.

The resource teacher identifies and obtains educational materials needed by the program. She also is in charge of developing curriculum materials for bilingual courses and job/career survival training materials to be added to existing courses. By the end of June 1984, a vocational needs assessment had been conducted (see Appendix B) and five career-oriented workshops had been designed and implemented based on this assessment. During this first year, the resource teacher also planned training activities and offered demonstration lessons for both bilingual and monolingual teachers in the content areas.

The guidance counselor serves as grade advisor to program students. She communicates with parents regarding the progress of their children, especially those with academic and behavior problems. She is in charge of acquiring guidance resource materials, contacting community guest speakers for presentations to students, and organizing and coordinating field trips. She also assists the program director with administrative tasks.

The family assistant helps the guidance counselor to work with parents and with students in need of special attention due to frequent absences. He visits homes and sometimes escorts parents to school to meet with the program director, guidance counselor, and teachers. (Home visits were often made at night because the parents worked during the school day.) He serves as mediator between teachers and students with communication problems. He tutors students having academic difficulties

in Spanish or English. And, when students cut classes, he works with them to improve their attendance.

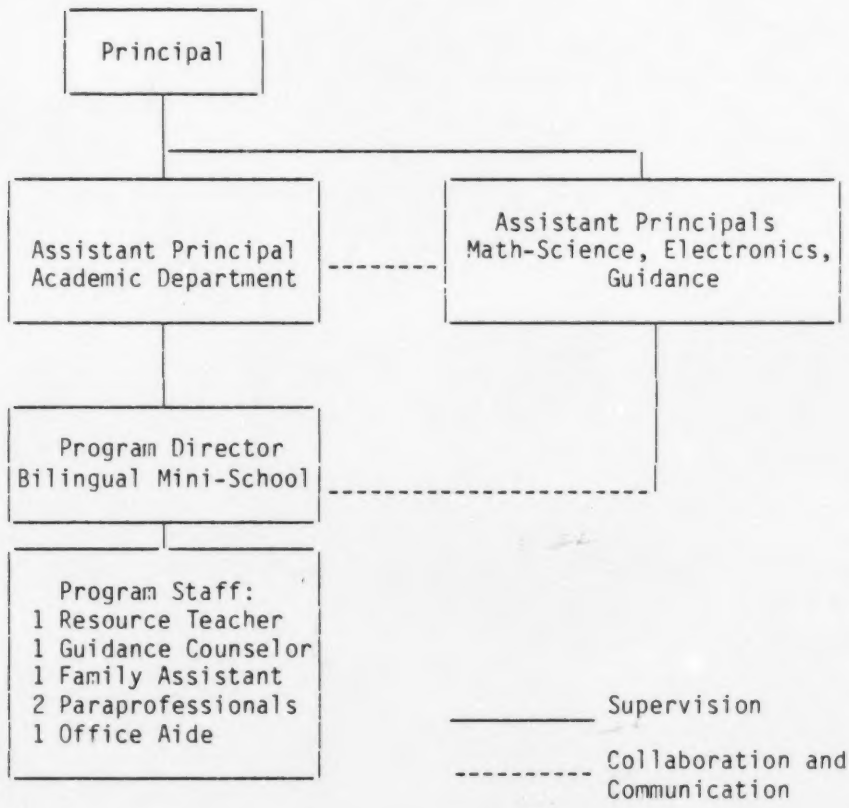
The paraprofessionals help students individually in the classroom. They also help classroom teachers with paper work, proctoring, and correcting papers. The office aide performs secretarial and clerical duties of the program office.

Observations of the program evaluation team indicate that there was a positive, healthy relationship among program staff, students, and school administrators. The staff appeared to have the trust of both the principal and the assistant principal who supervises the program. The program director had direct access to the principal who was supportive and interested in making the program a success. The program personnel were active in the decision-making process of the project.

Some non-program staff members seemed not to fully understand the program's philosophy and even to question the reasons for its existence. To help remedy this situation, a needs assessment was conducted to elicit mainstream teachers' opinions of students' academic needs and how the program could help students make progress. Also, a disciplinary record form was designed for teachers to identify areas in which students were encountering discipline problems.

FIGURE 1

Organization of the Bilingual Mini-School



II. STUDENT CHARACTERISTICS

Most of the 60 ninth- and tenth-grade Hispanic students served by the program are recent immigrants of low socio-economic status. Thirteen students were reported to be from Puerto Rico, the Dominican Republic, and Ecuador. Data for native country were missing for the remaining 47 students. Most of the program students were ninth graders and males outnumbered females in both grades (see Table 1). As seen in Table 2, the majority of the students for whom information was reported were overage for their grade placement. This can perhaps be explained by the fact that most of the students came from countries where the educational system is not parallel to that of the United States, or where education is not readily accessible. Table 3 indicates that almost 80 percent of the students have been in the program less than one full year.

TABLE 1

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	30	86	5	14	35	61
10	17	77	5	23	22	39
TOTAL	47	82[a]	10	18[a]	57	100

[a]Percent of program students.

- Eighty-two percent of the program students are male.
- Most program students are in the ninth grade.

TABLE 2

Number and Percent of Program Students by Age and Grade

Age	Grade 9	Grade 10	Total
13	1	0	1
14	2	0	2
15	10	2	12
16	8	6	14
17	6	7	13
18	2	4	6
19	0	1	1
TOTAL	29	20	49
Overage Students			
Number	16	12	28
Percent	55	60	57

Note. Shaded boxes indicate expected age range for grade.

- Fifty-seven percent of the students are overage for their grade placement.

TABLE 3

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Total
<1 Academic Year	27	16	43
1 Academic Year	5	6	11
TOTAL	32	22	54

[a]Rounded to the nearest year.

- The majority of students (80 percent) have been in the program less than one full year.

III. FINDINGS

The findings presented in this section are specifically related to the objectives proposed in the evaluation design included in the program proposal. They include objectives measurable by standardized test results, an examination of program materials and records, on-site observations, and interviews with relevant personnel. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, and are based on available data.

OBJECTIVE 1: Between October 1983 and May 1984, students participating in E.S.L. classes will master an average of one curricular objective per month of instruction on the Criterion Referenced English Syntax Test (CREST).

Program Activities

Students were selected for the program primarily on the basis of the results of the Language Assessment Battery (LAB) obtained in spring, 1983. Students who scored below the twenty-first percentile on the English part of the LAB were then tested on an individual basis to corroborate the results.

After LAB testing, students were placed in E.S.L./English classes according to their level of proficiency. During the fall and spring semesters, three E.S.L./English courses were offered. All classes met five periods a week and had paraprofessional assistance.

Both E.S.L. students and mainstream students were in these classes. According to administrators of the school and program, this arrangement expedited the learning of English by students who were at low levels of proficiency by providing them with greater opportunities to use English in the classroom. Administrators hoped this arrangement would make E.S.L. students feel more at ease in using English outside the classroom.

A member of the evaluation team observed an E.S.L/English class in which eleven students were present. They represented a wide variety of levels of English ability. Students were asked to discuss a short story and write a brief summary of it. Emphasis was on writing a topic sentence, elaborating with details, and writing a concluding sentence. English was used at all times by the teacher and students. The teacher elicited responses from almost every student. Students appeared to enjoy the lesson and to respect and feel comfortable with the teacher. In a separate area of the room, a paraprofessional worked with two students who had less language proficiency than the rest of the class.

Student Achievement in E.S.L.

Although the mastery of one objective per month of instruction on the CREST was proposed as the program objective for English language achievement, this objective could not be evaluated because data were unavailable.

OBJECTIVE 2: Sixty-five percent of program students enrolled in content-area classes (mathematics, science, social studies, and Spanish) will pass them.

Program Activities

The program offered two native language arts classes each semester. Both met five periods a week, with an average register of 30 students. Paraprofessional assistance was available in the spring semester only.

A member of the evaluation team observed a class with 15 students in attendance. Although students participated and were obviously interested in the topic of the lesson, the observer felt that their knowledge of Spanish was too advanced for the materials in use, which seemed more appropriate for an intermediate-level foreign language course. The entire session was devoted to translating from English to Spanish and vice versa. The teacher seemed proficient and kept perfect control of the classroom situation.

Due to the late receipt of funding, bilingual content-area classes were not available in the fall. During the spring term, students were enrolled in bilingual mathematics, science, and social studies courses that met five periods a week. These courses were parallel to mainstream offerings because it was expected that bilingual students would take the same Regents' examinations that mainstream students would take.

A member of the evaluation team who observed bilingual content-area classes reported that students participated enthusiastically and seemed at ease with the methodologies used by the teachers. Teacher/student rapport was excellent, and the students appeared to be learning the subject matter.

A bilingual global history class observed in May 1984 was attended by 14 students. Most of them were able to participate in English. In fact, they seemed to insist on using English, perhaps to demonstrate what they had accomplished during the year. Nevertheless, the teacher insisted on conducting the class in Spanish. Asked why, he said that the students' native language had to be reinforced. Although the instructor presented the lesson well, students were not well behaved and resisted participation. Two paraprofessionals were working with students who were behind in their readings.

Program students also received tutoring in content-area subjects as part of the program's services. Teachers said these students had shown remarkable improvement.

Student Achievement in Mathematics, Science, and Social Studies

Content-area achievement on teacher-constructed tests could not be evaluated because data were not provided.

OBJECTIVE 3: Eighty percent of the students participating in career awareness activities will improve their knowledge of career and survival/life skills as demonstrated by either:

1. passing teacher-made tests in instructional units relative to the above areas; or

2. achieving a satisfactory rating in the mastery of job-related activities (interview skills, telephoning, writing a resume).

Program Activities

Students were assigned to an all-English course on exploring vocations to expose them to a wide variety of possible occupations. As a result, they were expected to be able to choose a career and thus to facilitate their placement in appropriate mainstream vocational/career-oriented courses. (See Table 4.)

Nine bilingual students were in the shop class on vocational exploration observed by the evaluation team. Because the lesson was a highly technical presentation on the transistor, only the more advanced English-speaking students were able to participate. Unfortunately, the teacher was not able to call on the paraprofessional to help the students with language difficulties because the teacher said the paraprofessional was to be used only for record-keeping activities.

Formal bilingual career-awareness classes were not offered, thus teacher-made tests in this area were not administered. To a limited extent, information about careers available to bilinguals and the necessary job-related skills was given in E.S.L., Spanish, and science classes. Skills taught included how to make phone inquiries about job advertisements; how to write letters applying for a job; how to write a resume; and how to perform on a job interview.

The guidance counselor offered five career workshops during the spring term. Students participated in group discussions on bilingualism as a marketable skill and were given information about work experiences. Homework was required. For example, students were asked to write letters to businesses or associations in their chosen career area asking for job or professional requirements. These assignments were graded. According to the guidance counselor, ten students out of 60 failed to complete the assignments.

A career education center was established with a large collection of materials and information on native language arts, bilingual content areas, and bilingual vocational areas. The long-range plan is to make this collection part of a research center for professionals interested in bilingual vocational education. Articles on the center appeared in two New York newspapers, La Prensa and El Diario, and two newsletters were released describing the program and its resource room.

Counseling services were especially important to students, not only in the vocational area but in other areas as well. The bilingual office has an open-door policy for its students. The guidance counselor and family assistant are available at all times to prevent problems from overwhelming the students. The staff felt that immediate assistance would help in lessening student attrition. The family assistant was instrumental in problem-solving in the classrooms and served as a crisis-intervention agent. He also aided students in improving their relationship with the non-bilingual faculty.

Student Achievement in Career and Survival Skills

The outcomes of this objective could not be evaluated quantitatively as data were not provided.

TABLE 4

Non-Bilingual Specialized Courses[a]

Course Title	Hours per Week	Paraprof. Assistance	Comments
(Exploratory:Required)			
General Contracting	7.5	Yes	Students are mainstreamed into the regular shop classes. Where possible they are placed with a teacher who is bilingual and can offer them instruction in both languages.
Electronics	7.5	Yes	
Electrical Installation	7.5	Yes	
Bus. Machine Repair	7.5	Yes	
Computer Data Process.	7.5	Yes	
(Electives)			
Basic Data Processing	11.25	No	3 program students enrolled
Basic Elect. Instal.	11.25	No	5 program students enrolled
Basic Electronics	11.25	No	3 program students enrolled
Basic Business Machine Repair	11.25	No	3 program students enrolled
Basic Word Processing	11.25	No	2 program students enrolled
Tech. Electronics	11.25	No	1 program student enrolled

[a]Two sections of each course were offered (except for one section of technical electronics) with an average register of 45 students each.

OBJECTIVE 4: At least one curriculum unit will be developed or identified in each of the following areas: exploring careers, school survival skills, job survival skills, and community survival/life skills.

Program Activities

Because the program was not fully implemented until March 1984, there was no time for formal curriculum writing in the first year. Nevertheless, extensive research was done on materials related to job survival skills; materials were identified, and some were obtained. By the time the evaluation team visited the site, the program staff had compiled an impressive collection of classroom and reference textbooks.

Bilingual global history and science courses also needed special materials. To solve this problem, the resource teacher translated two units of work from the English textbooks used in these courses.

In addition, five workshops on career awareness were informally designed for the students. In these, students were taught the following skills: reading job ads; requesting job information by phone; writing a resume; writing job application letters; and identifying jobs which need bilingual skills.

According to the project director, formal curriculum design on career awareness will begin during 1984-85.

OBJECTIVE 5: All teachers serving participating students will receive training in the use of the curriculum materials developed or identified above.

Program Activities

Because vocational materials were not developed, teachers could not be formally trained in their use. According to the project director, this training will take place during spring, 1985, after these curricular units have been developed.

Program teachers and classroom and administrative paraprofessionals attended several workshops, lectures, and demonstration activities offered by the school administration to promote better school relations between regular school personnel and activities with the bilingual staff.

Other staff development activities were being designed at the time of the evaluation visits. It was expected that in June 1984, after the Regents examinations had ended, a week of staff training would begin. Staff needs were assessed and the results indicated needs in the following areas:

-- being culturally effective;
-- alternatives to bilingual education;
-- cross-cultural education;
-- understanding traditional values;
-- bilingual education: positive and negative aspects;
-- vocational education: its impact on bilingual education;
-- assimilation, acculturation and the melting pot theories and how they affect bilingual education and the educational process as a whole;
-- career education: its impact on bilingual education;
-- career education: where does the future lie.

The program administration has already contacted the Arawak Consulting Corporation to conduct the 1984-85 staff development activities.

Finally, two members of the program staff attended meetings outside the school on current issues in bilingual education. Appendix C lists staff development activities in and outside school.

OBJECTIVE 6: By June 1984, at least two teachers will take six credits at colleges or universities in areas related to E.S.L., bilingual education, and career education.

Program Activities

During 1984, two staff members attended Bank Street College of Education in New York City to take the following graduate courses: Practicum in Group Counseling, Organized Behavior and Dynamics, Process of Supervision in Education, and Staff Development and Consultation Process.

OBJECTIVE 7: Parents of participating students will be informed as to program activities, relevant aspects of school rules and activities, and student progress by means of the following: an orientation session; at least two informative flyers; telephone contacts for academic warnings, disciplinary problems, as the need arises.

Program Activities

Although efforts were made to contact and involve parents in school activities, program staff members reported that, in general, these efforts failed. The guidance counselor and family assistant succeeded in contacting only about 20 parents through visits and telephone calls. Most of the mail sent to parents was returned because addresses were incorrect. As a result of this failure, one of the priorities of the program administration for the next year is to set up a record-keeping system which will provide more accurate addresses and phone numbers.

Other parental involvement efforts included a general parent orientation session offered in June 1984 by the school administration attended by 25 program parents. In addition, flyers concerning the program were disseminated to parents, teachers, and school administrators.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Although it is too early to predict success for the Bilingual Mini-School at Samuel Gompers High School, the staff hoped that this program would become a model for the northeastern United States. After three visits, in which administrators and staff were interviewed and classes were observed, the evaluation team found the following areas of strength:

1. The program had the support of the school administration, which facilitated actions taken by the project director.

2. The program's administrators were experienced in bilingual vocational education and dedicated to the program and its students.

3. The program's administrators participated in the decision-making process of the school, so that decisions made by the principal took into consideration the integration of the program with the rest of the school.

4. The students saw in the program a special place where they could get support for their academic and emotional needs. This feeling seemed to enhance their self-concept, which in turn probably contributed to strengthening the learning process.

5. The program administration started a collection of bilingual vocational instructional materials that may be unique and certainly is a prospective source for research.

6. An assessment of learning needs was conducted at the beginning of the academic year. This assessment revealed the curricular areas that needed expansion and/or modification and would form the basis for work on curriculum modification which would begin during 1984-85.

The following areas need strengthening:

1. It is essential that achievement data be collected in a systematic manner and submitted prior to the designated deadline in order to perform the proposed analyses.

2. Some teachers, especially in the vocational areas, need to make efficient use of the paraprofessionals in the classrooms to maximize individualized instruction.

3. Student programming and placement needs to be reviewed in relation to students' English proficiency. This is particularly necessary in vocational courses taught in English only and in bilingually-taught classes. In both cases, language used for instruction should be appropriate to the level of English proficiency the student has reached.

4. Native language arts classes should not be conducted through methodology appropriate for teaching Spanish as a foreign language, but rather methodology for Spanish for native speakers.

5. Counseling of students is now conducted in an area where tutors work with other students, program administrators handle phone calls, and secretaries type. Counseling should take place in a more private, quiet location.

6. Delayed funding causes problems in staffing, programming students, and in data collection for evaluation. If the program is to be implemented as proposed, it is essential that funding be available according to the time schedule proposed.

RECOMMENDATIONS

The following recommendations are made for possible program improvement:

1. Teacher-training activities might be conducted focusing on the role and effective use of paraprofessionals in the classroom, particularly in mainstream classes containing program students; language use in bilingual instruction for students of varied levels of English proficiency; the teaching of Spanish as a native language; and the development of teacher-made materials to integrate speaking, reading, and writing skills development in Spanish language arts.

2. If possible, space might be allocated to the program so that tutoring and counseling activities are separated from program administration activities.

3. A series of informative activities might be conducted for school teaching staff who are not acquainted with bilingual education and its purposes.

4. Efforts should be increased to update students' addresses and phone numbers so that more parents may be contacted by program staff. Additionally, a more effective parental involvement program should be designed to attract parents to school and program activities. To accomplish this, technical assistance may be sought from agencies such as the Bilingual Education Service Center at Hunter College or the Office of Bilingual Education of the N.Y.C. Board of Education.

5. The funding source might consider the importance of timeliness in funding for projects that must abide by an inflexible school calendar. Timeliness in funding, as proposed, would alleviate problems encountered in meeting objectives proposed.

V. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Project Director	100	9/84	B.A./M. Ed.	T.P.D.	Social Studies	5	3	1	1
Resource Teacher	100	9/84	B.A.	T.P.D.	Social Studies	3	2	1	-
Guidance Counselor	100	9/84	B.A.	N.T.E./T.P.D.		1	1	-	-
Family Assistant	100	10/84	B.A.	-		1	1	-	-
Paraprofessional	100	9/84	-	-		6	-	-	-
Paraprofessional	100	1/84	-	-		2	-	-	-
Paraprofessional	100	vacant							
Paraprofessional	100	vacant							

BEST COPY AVAILABLE

APPENDIX B

OCCUPATIONAL INTERESTS AND CAREERS

Name _____ Date _____

1. The career I am interested in is: _____
2. Two duties I shall have to perform on this job are:
   (1) _____
   (2) _____
3. On this job I shall work in a _____
   (factory, store, office, hospital etc.)
4. To qualify for this job, I shall need the following training:

   _____

   _____
5. The average salary for my job will be $_____
6. The employment outlook (future) for this job is: _____
7. I can get more information about this job from: _____

   _____

   _____
8. Other career areas or occupations in which I might be interested are:

   _____
9. Learning vocabulary: (Look in dictionary for definitions)

   Occupation _____ Interests _____

   Goals _____ Values _____

   Outlook _____ Abilities _____

   Qualify _____ Talents _____

   Duties _____ Inventory _____

Name:_____ Date:_____

Off. Class:_____

Please select 5 job titles that you would be interested in knowing about.

Health Related Occupations

_____dental assistant

_____X-ray technician

_____Registered nurse

_____nurse-midwife

_____physician's assistant

_____physical therapist

_____speech therapist

_____dietitian

_____lab technician

_____medical secretary

Computer Occupations

_____programmer

_____systems analyst

_____operator

_____keypunch

Fashion Occupations

_____buyer

_____textile disigner

_____model

_____dressmaker/tailor

_____sale clerk

_____merchandising manager

_____distributor's representative

Service Occupation

_____beautician

_____cosmetologist

_____funeral director/embalmer

_____chef

_____short order cook

_____hotel manager

_____waiter/waitress

_____bellhop

_____desk clerk

_____messengers

Performing Arts

_____actor/actress
_____dancer
_____musician
_____singer
_____set designer
_____sound and lighting experts
_____costume designer
_____prop man
_____stage manager
_____agent
_____director
_____carpenters

Civil Service Occupation

_____fire fighter
_____police officer
_____Sanitation engineer
_____postal clerk
_____mailman/mailwoman

Clerical Occupations

_____secretary
_____bookkeeper
_____accounting clerk
_____statistical clerk
_____file clerk
_____typist
_____stock clerk

Adminstrative Occupations

_____personnel manager
_____office manager
_____purchasing agent
_____market researcher
_____urban planner

Education Occupation

_____elementary school teacher
_____high school teacher
_____librarian
_____para professional
_____educational assistant

Transportation Occupations

_____airplane mechanic
_____airplane pilot
_____flight attendant
_____navigator
_____reservation/ticket agent
_____auto body repairer
_____auto mechanic
_____subway motor person
_____cruise director
_____Captain of a ship

Construction Occupation

_____carpenter

_____electrician

_____plumber

_____sheet metal worker

_____construction manager

_____truck driver

_____sagety director

_____contractor

_____masonry estimator

Communication Occupations

_____journalist

_____radio/T.V. announcer

_____editor

_____telephone operator

_____telephone line person

_____photograper

_____lay out artist

_____typesetters

_____printers

_____advertising staff

_____graphic designer

_____Public relations

Legal Occupations

_____lawyer

_____legal secretary

_____para legal

_____court reporter

Design Occupations

_____architect

_____commercial artist

_____industrial artist

Repairer Occupations

_____air conditioning mechanic

_____computer service technician

_____business machine repairer

_____T.V./radio repairer

_____video repairer

APPENDIX C

Staff Development Activities

Strategy	Description(s), Goals, or Titles	No. and Titles of staff attending	Speaker or Presenter
Pre-service	Program orientation	4 Paraprofessionals Family Assistant Guidance Counselor Resource Teacher Academic Dept. Chairman	Project Director Tolleps[a] Project Director
Dept. Meetings	General monthly staff meetings	Project Director Resource Teachers Guidance Counselor	Principal
	Bil. program weekly meetings	All program staff	Project Director
	Paraprofessional meetings	Paraprofessionals	Project Director
Workshops	Being developed to be held on a monthly basis.		
Demonstration Lessons	Global Studies 2	5 Soc. Studies Teachers	Project Director
	Bil. (Eng./Span.) instruction	Guidance Counselor Resource Teacher Paraprofessionals	Project Director

[a]TOLLEPS: Training in Occupations and Language for Limited English Proficient Students.

APPENDIX C

Staff Development Activities (Cont.)

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending
Workshops Held Outside School	LAB	Board of Education		Project Director
	BESIS	O.B.E.		Project Director
Conferences and Symposia	NABE	Texas		Guidance Counselor
	SABE	New York		Guidance Counselor